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ABSTRACT

This manual describes approaches to initiating conflict resolution programs for kindergarten through 12th grade, details working models, and provides extensive resource information. The guide contains 13 sections. Section 1 discusses why it is important to have a conflict resolution program in the schools. Section 2 presents an overview of conflict resolution programs. Section 3 contains "School Discipline, Corporal Punishment and Alternative Strategies," an excerpt from "The Good Common School: Creating a Vision that Works for All Children," a book published by the National Coalition of Advocates for Students. Section 4 presents "We Can Work It Out," an article from Teacher Magazine (Williams, 1991). Section 5 presents "Peer Pressure Is Used to Mediate Disputes at School," an article which appeared in the New York Times (Dullea, 1987). Section 6, Project PACT: Peers Addressing Conflict Together, presents materials for use in setting up conflict resolution programs in schools. Section 7 presents a model program, Conflict Resolution for Youth. Section 8 focuses on gang mediation; section 9 presents classroom activities for handling conflict; and section 10 focuses on critical thinking skills and handling conflict. Section 11 provides a sample lesson plan for teaching conflict resolution; section 12 focuses on the human rights component of conflict resolution programs; and section 13 lists additional resources. (NB)

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CONFLICT RESOLUTION IN THE SCHOOLS

A Publication of the Human Rights Resource Center

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CONFLICT RESOLUTION IN THE SCHOOLS

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INTRODUCTION

The Human Rights Resource Center is pleased to provide you with this manual on conflict resolution in schools.

In preparing this manual, HRRC contacted schools and community agencies throughout the country to identify model programs and educators' responses to conflict resolution programs. The manual describes approaches to initiating conflict resolution programs for kindergarten through 12th grade, details working models and provides extensive resource information.

Conflict resolution, peer mediation and conflict management programs are particularly relevant today with the growing change in the racial/ethnic/cultural composition of our schools. Successful conflict resolution programs in schools have resulted in a decrease in violent acts and fighting and a positive change in the school climate. Successful programs have also allowed teachers to concentrate on instruction rather than control.

Conflict is inevitable. Violence is not. Conflict resolution programs interrupt destructive ways of relating and create positive alternatives. This cannot only create more peaceful schools, but, ultimately, a more peaceful world. In the education arena there is much hope and enthusiasm for school mediation programs as part of the process of establishing a more peaceful and understanding world community.

Please contact us if you have questions which are not answered in this manual, or if you have information which can assist us in future revisions of this manual.

To have conflicts is human
To resolve them, Divine

A special thank you to Heather Songster, student intern from World College West, Spring, 1992. Her diligent research greatly contributed to the accurate and current information provided in this manual.

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WHY HAVE A CONFLICT RESOLUTION PROGRAM IN YOUR SCHOOL?

WHY HAVE A CONFLICT RESOLUTION PROGRAM IN YOUR SCHOOL?

Conflicts in schools often reflect conflicts in the community. When tensions exist among different racial, ethnic, economic, religious or other groups in the community, students often carry those conflicts into their schools. The conflicts are manifested in distracting tensions, verbal altercations, and violent confrontations.

A recent survey by the National Institute of Education showed that nationwide nearly 300,000 high school students are physically attacked each month and one out of five ninth to twelfth graders carries a weapon.

School conflict resolution programs alone cannot resolve the hateful attitudes that cause some conflicts. However, the programs can address tensions in specific situations before conflict escalates to violence.

To have conflicts is natural, to be able to resolve them in a non-confrontational, consensus building manner is ideal. Mediation skills, learned through conflict resolution, last a lifetime and carry into the home, community and society, at every level, long after the school years are over.

The California Lieutenant Governor's Commission on Prevention of Hate Violence, in its 1992 final report, *Freedom from Fear: Ending California's Hate Violence Epidemic*, concluded that developing skills in communication, cooperation and conflict resolution is an essential part of preventing hate crimes by young people. The commission focused on ways of reaching youth because it found that the vast majority of the growing number of hate crimes are committed by males under the age of 25.

The commission found:

1. There is more hate violence on school campuses than in the community at large.
2. It is more effective to teach reduction of violence than to have programs that simply "promote tolerance and understanding."
3. Teachers now receive inadequate training in bias reduction and conflict resolution techniques and need more training in cooperative learning techniques.

The commission recommended:

1. Conflict resolution should be considered as a method to prevent bias related incidents from escalating into acts of hate violence.
2. Minimum standards for granting teaching credentials should include course work in bias reduction techniques; conflict prevention and resolution; use of cooperative learning techniques; and preparation of bias free curricula.
3. Inservice training on such techniques should be provided once every five years.
4. School districts should utilize and disseminate information on local dispute mediation and resolution services.

Programs that meet the Commission's call for the use of conflict resolution are already in place on campuses across the country. But are they doing the job?

In surveying existing elementary and secondary conflict resolution programs, the Human Rights

Resource Center concluded that they are. We found that these programs:

- Provide more beneficial results than suspension or juvenile court.
- Improve communication and the school climate.
- Reduce violence, vandalism, absence and suspension.
- Deepen understanding of one's self and others.
- Prepare students for responsible citizenship in our pluralistic society.
- Shift problem-solving responsibility from the adult to the student.
- Improve skills of listening, critical thinking and problem solving.
- Teach positive ways of handling frustration and anger.
- Increase student's multicultural exposure.
- Improve teamwork and cooperation on campus.
- Improve the self-esteem of students.
- Develop leadership skills in non-traditional leaders.
- Increase mutual respect.
- Enhance the success of dropout prevention programs.

The evidence shows that campuses with well-used conflict resolution programs have decreased incidents of fighting, see a drop in suspension rates of 30%-70%, and are able to free time for teachers to actually teach. Principals, who may spend up to 80% of their time on discipline and compliance, have more time to be administrators. Conflict resolution is also cost effective.

When asked why they would choose to use the conflict resolution process in their school, students have said: "It's better than ending up at the principal's office", "I've seen it work", "I get a chance to be heard", "It is easier to talk to a peer than an adult", and "Other students, not adults, understand the feelings that create problems between students."

Former disputants have become successful mediators as the process developed their self-confidence and respect for fellow students. The process of peer conflict resolution builds tolerance, respect, cooperation and communication in all those involved.

Student conflicts have also become learning opportunities. Conflict resolution teaches students to be peacemakers through negotiation and mediation. Students learn self-regulation and to act in a humanitarian manner in the absence of external monitors. These programs give students an opportunity to develop and use critical thinking skills. The students make decisions about how to behave and then follow through on those decisions.

The overwhelming message that our culture gives about resolving conflict is to run away/avoid it or resolve it violently. As conflict resolution programs become an integral part of the school curriculum, we begin to establish a society trained and experienced in solving conflict with a non-confrontational, non-violent, consensus-building approach. This society will, in turn, be more able to resolve its conflicts with other societies in a similar manner, as we all learn that we must cooperate to survive.

OVERVIEW OF CONFLICT RESOLUTION PROGRAMS

Section 2

OVERVIEW OF CONFLICT RESOLUTION PROGRAMS

Generally, there are three types of school programs dealing with conflict resolution. The "in class" program builds concepts of conflict resolution into the discussions and activities of the classroom. The "law related education" program is usually a special class offering models of the judicial system and concepts of fairness and due process. The third, the "mediation model" program, involves teacher, student, teacher/student or adult/youth panels as conflict managers for the entire school. This manual focuses on the first and third models.

Before discussing the details of establishing a conflict resolution program, however, we should begin with some basic definitions and explanations.

DEFINITION OF CONFLICT

Conflict is the coming together or clashing of two or more incompatible elements, such as beliefs, goals or needs. Conflict among individuals or groups can happen whenever there are real or perceived differences and when the actions of one party have consequences for others.

DEFINITION OF MEDIATION

Mediation is the use of an intermediary agent to effect an agreement between two or more conflicting parties. The goal of mediation is resolution.

ARBITRATION

Arbitration is the use of a disinterested third party to make a final binding judgment in a dispute.

CAUSES OF CONFLICT

Conflict occurs when parties have different and incompatible goals, when parties have different information or beliefs about a mutual goal, when one party's identity is threatened by the other party and/or when there is struggle over the allocation of scarce resources desired by all parties.

CONFLICT RESOLUTION PROGRAMS

Conflict resolution, dispute resolution, peer mediation and conflict management are terms used interchangeably in referring to school programs for peacefully resolving student conflicts.

Conflict resolution programs concentrate on getting the parties involved in a conflict together to discuss the tension-causing issues that are of concern to them. Once identified, the problems can usually be solved by mutual cooperation between the parties or by the participation of some third party such as the school administration, teachers, police or community organizations. Problem solving in schools can take various forms:

1. Direct negotiation between students.
2. Mediation by a classmate.
3. Mediation by a teacher.
4. Arbitration by a teacher.
5. Mediation by a principal.
6. Arbitration by a principal.

Similar interests and concerns are discovered through constructive communication between disputants. Students learn essential life skills that will help them solve problems their entire lives.

They become people who discover the importance of getting along and of respecting other people. They learn self-regulation and how to be a peacemaker.

A GROWING MOVEMENT

Teachers, along with religious and peace activists, began to understand the importance of teaching conflict resolution in the 1960's and 1970's. Educators developed conflict resolution programs and curricula as neighborhood justice centers started offering mediation services for interpersonal and community disputes. Since the 1970's, schools across the nation have been working to improve the school climate by building conflict resolution skills among members of the school community.

Today there are several school districts which have successful mediation programs in place in every school in their district. These programs are alternatives to the more traditional control methods of "time out/quiet rooms," scolding, suspension, expulsion and corporal punishment.

Conflict resolution programs have been successful at every grade level, kindergarten through 12th. The program format may vary at different grade levels, but the outcome remains the same: reduced tensions, fewer suspensions, less fighting and increased cooperation, respect, understanding and communication.

Essential to establishing a conflict resolution program is broad based and committed support. School administrators, teachers, students and parents must be involved from the beginning. Necessary groundwork should establish a school spirit of affirmation, a spirit of sharing and a supportive community. Key school personnel must be identified and available to insure the success of the program.

It has been shown that identified school personnel without enough time, without easy assess to students or lacking enthusiasm can almost guarantee a very slow acceptance and/or failure of a mediation program. A local high school initiated a mediation program in March, 1992. The administration was highly supportive and the trained adults were very visible and easy to contact. This school reported over 30 successful mediations from March to June, 1992. Another local high school, having established little administrative support and having very limited access to trained adults, reported a limited use of the mediation process, with seven successful mediations taking place between January and June, 1992.

Students selected to become mediators must represent the wide range of diversity on campus. Selection must be inclusive and not depend on already identified class leaders. "Troublemakers" and gang leaders have been found to be very adept at peer mediation.

A successful school mediation program must become part of the school culture, discipline plan and curriculum. It must also be carefully monitored to be sure that conflicts are resolved, not just managed. If properly conducted, it can become an accepted and successful process for handling disputes.

SETTING UP A CONFLICT RESOLUTION PROGRAM

Conflict-resolution programs can take many forms. No two need be exactly alike. Certain elements, however, are essential for a workable program. The following outline reviews essential

elements and suggests guidelines for a basic program.

Purpose: Each school should discuss reasons for and expectations of a conflict resolution program. The purpose and the process should be well understood by the entire school community. The purposes of the program could include:

- Cutting down violence and potential violence by getting people to talk out — instead of acting out — their problems.
- Providing peaceful solutions to conflicts in the school community.
- Allowing students to handle students problems, thus allowing teachers more time to teach.
- Teaching non-violent methods to handle conflict.
- Learning the importance of peace in our world community.

Scope: A distinction should be made between what can be peer mediated and what needs to be handled by the teachers and/or administrators. Mediation is not a substitute for discipline. It does not replace the authority of school administrators. Suicide threats and other life-threatening situations must be referred to administrators. Clear guidelines need to be established as to which incidents should be referred to adults. Also important are school policies that are clear, consistent and well understood as to what behavior, words or actions are acceptable on the school campus.

Training: Ideally, supportive teachers, administrators and other school staff should receive a minimum of fifteen hours of training from an agency that pro' 'des mediation training. One or more of the staff should be designated as coordinator.

These school personnel then determine the selection method for students to be trained as mediators: student selection, teacher selection or a combination of both. Successful programs take care to include students from all sections of the school community. It is generally agreed that students should be at least third grade level to be trained as mediators. However, these mediators can and have successfully resolved conflicts with students as young as kindergarten.

The selected students K-6 receive an average of six hours of training and students 7-12 receive about fifteen hours training, either from staff or an outside agency.

Peer mediators are trained to help other students express feelings, explore options and reach decisions. They learn listening skills, how to be neutral and how to distinguish between advice-giving and question-asking.

Procedures: Procedures should be established to determine where conflict resolution will take place, who should be present during the mediation, ground rules for order, and methods for closure.

At the elementary school level, mediators may roam the playground during recess and may be identified by special T-shirts or arm bands. Often these students will mediate a dispute on the spot.

At the middle and high school level, mediation usually takes place in a designated room. A student who has a complaint against another fills out a referral form. The other party is promptly

contacted and a time is set to bring the two together. Most often, two conflict mediators are present at the session.

Role playing and, at the younger grade levels, puppets, are often part of procedures used to work out differences.

Regardless of how procedural details are worked out, as a general rule both sides of a dispute must agree to mediate before mediation can take place.

All trained mediators, students and adults, should meet on a regular basis, preferably once a month, to evaluate the program and discuss cohesion and logistics.

Mediation Steps: Steps in group problem solving, in general, include identifying the problem, explaining the problem, processing the problem into possible solutions, evaluating and testing various solutions, deciding on mutually accepted solutions, implementing steps to the solution and evaluating the final solution.

In practice, these steps could be organized into the following stages for an actual mediation session:

Stage I: Mediator makes introductions and sets the tone and ground rules.

Stage II: Each party talks to the mediator and relates their perspective.

Stage III: The parties talk to each other.

Stage IV: All work together to explore options and work out solutions.

Role of Mediator: The mediator is an active listener. He/she encourages expression of thoughts and feelings by encouraging ("tell me more"), restating ("you said . . ."), reflecting ("you seem . . ."), clarifying ("I wonder . . .), etc. The mediator also takes care to reframe or translate statements that attack/blame into messages of positive needs and desires. A mediator:

- Does not act as a judge.
- Does not take sides.
- Does not give advice.
- Establishes his/her position, but does not impose.
- Establishes equity (impartiality and fairness).
- Listens and articulates feelings of another.
- Facilitates communication.
- Understands cultural differences in approaches to discussion and problem solving.
- Serves as a peacemaker.
- Sets up the ground rules: each person will be heard, no one will be interrupted, no name calling and sessions will remain confidential, unless something life-threatening is disclosed.
- Asks questions: What happened? How do you feel about it? What would you like to see happen now?
- Gets people to identify and talk out problems, not act out problems.
- Allows each side an equal chance to state its case.

- Suggests solutions.
- Questions whether the final solutions are practical.
- Questions whether the solution will really resolve the conflict.
- Makes sure the agreement is understood by everyone.
- Determines if follow-up meetings are necessary.
- Provides for follow-up/support meetings.

Agreement: At the elementary level, peer mediation is usually immediate and agreement is verbal. If the conflict continues, a time and place with an adult/student mediation team may be set up. As a last resort the dispute is referred to the teacher or principal.

At the middle and high school level, an agreement is written in such a way that neither party loses face. It is signed by everyone involved in the mediation. The peer mediator always does some follow-up to see if the agreement is working. If it is not, another session will be suggested to work out the problems.

Multicultural Aspects of Conflict Resolution: It is essential for multicultural awareness to be part of the training process for both adult and student mediators for three important reasons:

1. Bigotry is a common cause of conflict.
2. The mediation process is not value free. It is a reality that mediators cannot operate free of race, gender or class identification and experience.
3. It must be recognized at the most basic level that there are cultural differences regarding the value of conflict, approaches to resolution and styles of communication.

Mediators must be able to accept and appreciate the diverse makeup of the population of the United States. They must be aware of differing cultural backgrounds and how these affect the mediation process. Differing standards of acceptable behavior and conflicts among various cultural/ethnic groups must also be taken into consideration.

Basic intercultural conflict resolution skills would include listening from a multicultural perspective, being aware of non-verbal clues (such as eye contact, body distance, volume of voice, physical contact and hand/body gestures), and being aware of communication styles (formality, informality, politeness, self-disclosure, indirect/direct communication, expression of emotions).

As a trainer or mediator, ask yourself:

1. Is the mediation process being used to force conformance to the dominant culture?
2. Is the mediation process requiring the non-dominant group to assimilate?
3. Does the mediation process meet or fail the needs and values of the non-dominant groups?
3. Is the mediation process perpetuating stereotypes, bias or oppression?
4. Is the mediation process being fair to all groups involved?

5. Is the mediation process paying attention to differing cultural values, needs and attitudes?

Justice, Not Control: Conflict resolution has the capacity to change norms and values and even to change the assumptions, determined by cultural elements, which underlie the original conflict. Therefore care must be taken to actually resolve, not just manage, conflicts. Conflict resolution programs are meant to be a system of social justice rather than a system of social control.

COMPARISONS, MODELS, CURRICULUM AND RESOURCES

In the next section we take a look at traditional techniques for disciplining students and how these techniques compare and contrast with conflict resolution. This will be followed by articles describing particular conflict resolution experiences, sections detailing model programs, a section on the special problems of dealing with gangs and four sections on classroom activities and curriculum. The last section of the manual is a list of resources for creating and maintaining a conflict resolution program.

SCHOOL DISCIPLINE, CORPORAL PUNISHMENT AND ALTERNATIVE STRATEGIES

NCAS

Section 3

SCHOOL DISCIPLINE, CORPORAL PUNISHMENT AND ALTERNATIVE STRATEGIES

The following excerpt is from a chapter on "School Climate" in "The Good Common School: Creating a Vision that Works for All Children," a book published by the National Coalition of Advocates for Students (NCAS). References to research studies have been omitted.

SCHOOL DISCIPLINE

Children cannot fully benefit from school unless they attend regularly. Despite this, many schools still resort to ineffective and inequitable disciplinary policies. According to federal government surveys (NCAS, 1988), school suspension and corporal punishment continue to be the most widely practiced forms of school discipline.

In theory, school discipline systems have as their goal development of a classroom environment that supports learning for all children. The reality in public schools, however, can subvert that goal. When schools focus on eliminating behavioral symptoms rather than determining the underlying causes, they may actively contribute to the very behavior they are seeking to control. This cycle can result in lower student motivation and academic achievement, worsened behavior on the part of the child or dropping out of school altogether. . . .

SCHOOL REJECTION POLICIES

. . . **Excessive and/or Destructive Punishment:** Some school policies escalate punishment beyond the scale of the infractions, such as discipline programs that assign points for small infractions like chewing gum, then allow the points to add up over time until they result in a full suspension. The outcome for the child is serious punishment when no single serious infraction has been committed.

Equally destructive are policies that lower a student's grades for a series of infractions such as tardiness or cutting classes. Rather than hear the message of growing disengagement that poor attendance communicates, such misguided steps reinforce the child's alienation from school by devaluing academic achievement.

Suspension from school is one of the most widely practiced forms of discipline. According to the U.S. Department of Education (NCAS, 1988), during the 1985-1986 school year, almost two million students were suspended by U.S. public schools — approximately 5% of the total school population. During the same school year, suspension rates among the nation's 100 largest school systems ranged from 7% of enrolled students to an incredible 50%. . . .

Use of Corporal Punishment: Despite the fact that corporal punishment is now illegal in seventeen states, it remains widely used in many schools — especially elementary schools. As noted by researcher Gordon Bauer and his colleagues (1990) and the National School Safety Center (NSSC, 1989), while corporal punishment may effectively interrupt disruptive behavior in the short run, it can harm the student by reinforcing the very behavior it seeks to alter. Students who suffer corporal punishment are likely to:

- experience anger, anxiety and fear, none of which support learning;
- learn violent behavior from the punishment;

- experience rejection from peers;
- aim aggressive or destructive behavior at staff, students or school property in imitation of their punishment;
- withdraw from school activities or avoid school entirely, leading to absenteeism, tardiness, truancy and dropping out of school.

Despite these consequences, over one million children received corporal punishment in school at least once during the 1985 to 1986 school year (NCAS, 1988). . . .

Perhaps the strongest rebuttal to the use of corporal punishment is offered by research that shows it simply does not work. According to Bauer and others:

- Physical punishment is associated with less development of conscience and moral development.
- Praise and warmth are more effective.
- Children have less respect for teachers and principals who resort to physical punishment.
- Schools where corporal punishment has been abolished do not experience an increase in behavioral problems. . . .

INEQUITABLE USE OF DISCIPLINE

One aspect of school discipline is beyond dispute. Some students are more likely to be targets of punishment than others — particularly those who are poor or children of color.

[The National School Safety Center] . . . finds that boys are paddled more often than girls, that primary students receive more spankings than high school students, and that special education students are the most likely candidates to receive corporal punishment.

African American Students: According to the U.S. Department of Education (NCAS, 1988), African American students, who represent 16% of the U.S. public school population, received 31% of corporal punishment in schools during the 1985 to 1986 school year — twice the rate that would be expected from their level of enrollment. The same inequity holds true for suspensions. During that same school year, African Americans were suspended at more than twice the rate of their white peers. . . .

Lack of Accountability: . . . One major source of this inequity are school codes that lack clear language about specific behavior and specific punishment. In the absence of explicitly written codes, administrators and teachers have too much latitude to subjectively define and enforce disciplinary policies. School discipline systems are also likely to have a disproportionate impact on minority students when school codes and rules are developed without input from a broad range of parents and others representing all segments of the community. . . .

LACK OF CLASSROOM MANAGEMENT SKILLS

. . . **Understanding Cultural Differences:** NCAS has found . . . that cultural differences can also present problematic mismatches between teachers and students that can escalate into misunderstanding and conflict, particularly in the case of recently immigrated children. For example, calling someone with hand gestures is considered very

rude by Cambodians, who employ such gestures to challenge another person to a fight. In many cultures, looking someone directly in the eyes is considered an act of defiance; proper deference is displayed by averting the eyes downward, a custom that many U.S.-born teachers would consider evasive. . . .

Blaming the Student: When a teacher relies too heavily on referring students to the office for disciplinary reasons, too many school administrators fail to determine if the teacher's training has prepared her to cope effectively with children who learn or behave differently. Rather than investigating the situation, administrators tend automatically to assume that the "problem" must be with the student rather than with the teacher. . . .

CRIMES AND VIOLENCE IN PUBLIC SCHOOLS

. . . Not surprisingly, violence spills into schools in many communities. Almost 465,000 violent crimes occurred in or around schools during 1987. . . .

Children in large urban centers suffer more from student violence. In 1987, New York reported 1,606 assaults in its schools, Chicago reported 698 violent incidents, Los Angeles, 493 and Boston, 410. . . . While violent incidents tend to happen more often in junior and high schools, elementary schools do not escape. . . .

It is estimated that on any given day more than 100,000 students carry guns to school. . . .

Between July, 1988 and June, 1989, California schools confiscated 10,569 weapons. Knives were the most common. . . .

Schools have an obligation to provide all students with a safe and orderly environment that facilitates learning. But as schools adopt more law-and-order tactics to ensure safety, such as metal-detectors, photo ID badges and uniformed police stationed in the corridors, the ambience becomes more like that of prison than an open place that invites inquiry and critical thinking. . . . As one architect who designed a high-security school notes, "If you start making a prison environment with eight- to ten-foot-high fences, it certainly changes the character of the school and quality of the experience that students have while at the school". . .

DISCIPLINE IN PUBLIC SCHOOLS

Most schools still seek to impose safety and order through stringent disciplinary measures, such as suspension from school and corporal punishment. These approaches are based on the premise that punishment and temporary exclusion will motivate students to change their disruptive behavior. . . .

Studies of suspension and corporal punishment show that both are often used for trivial and ambiguous offenses and that they are used repeatedly on the same students . . . .

Impact on Students: . . . Students who receive suspension or corporal punishment are more likely to receive failing grades, be retained in-grade, and have poor attitudes toward school. Ultimately, they are more likely to drop out of school prior to graduation . . . . Students who drop out are twice as likely to have been suspended the previous year . . . .

ALTERNATIVE STRATEGIES

Schools have instituted a variety of alternative approaches to discipline in efforts to prevent disruptive behavior from occurring. These include: conflict mediation; dispute resolution curricula; violence prevention and in-school suspension.

In conflict mediation programs, students are formally trained as mediators to help peers resolve disputes with administrators, teachers, parents or other students. Mediation can reduce violence, vandalism, truancy and suspension. Conflict mediation programs enhance communication among members of the school community, improve the school climate and provide an avenue to address common concerns . . . .

Although mediation programs are usually implemented in high schools, they have been successfully employed with children as young as eight . . . . Principals whose schools housed such programs reported a reduction in disruption, allowing teachers to spend more time on instruction instead of classroom management. In addition, conflict managers used their abilities outside of mediation sessions, teaching their skills to parents, siblings and peers.

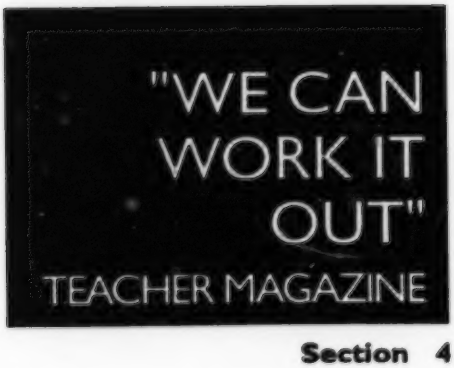
Researchers have identified specific elements associated with the successful implementation of an in-school conflict mediation program: support and commitment from the principal; a core group of teachers interested in and knowledgeable about mediation; training as an integral and ongoing aspect of the program; a strong director who has time to devote to working with mediators, supervising hearings, and following up on dispute agreements; and collaboration with a mediation organization in the community . . . .

Dispute resolution courses usually combine reading and discussion with experiential exercises, specific activities around interpersonal communication and assertiveness, one-to-one conflict mediation skills and conflict mediation skills for third parties . . . .

Violence prevention curricula focus more exclusively on alerting students through hard-hitting facts to their risk of being either a victim or perpetrator of an act of violence. These curricula encourage students to express their views on anger and to evaluate the long- and short-term consequences of fighting. They also provide more positive ways of dealing with arguments and anger, while offering students the opportunity to practice conflict resolution through role playing and other activities . . . .

Violence prevention and dispute resolution curricula have demonstrated success in changing students' attitudes toward conflict and fighting. Anecdotal evidence suggests they are also helpful in changing student behavior . . . . In addition, these courses teach skills in active listening, oral language, problem solving and critical thinking.

Under in-school suspension programs, students continue to be excluded from the classroom for disciplinary violations. Unlike traditional suspension programs, students are not released from school. Instead, they are assigned to an alternative program within the school during the period of their suspension. In-school suspension programs are not all equally effective. Successful programs feature: academic components to continue student learning outside of the classroom; therapeutic components aimed at behavior modifications; and widespread staff support . . . . Such programs can act to reduce both major and minor disruptive behavior . . . . Unfortunately, few in-school suspension programs now in use meet these criteria . . . .


"WE CAN
WORK IT
OUT"
TEACHER MAGAZINE

"WE CAN WORK IT OUT"

This article by Sharon K. Williams, subtitled "Schools Are Turning to Conflict Resolution to Help Stop the Violence", appeared in Teacher Magazine in October, 1991.

In Milwaukee, a 12-year-old fires a semiautomatic pistol on a school playground because he says a fellow classmate slapped him in the face.

In Washington, D.C., a 15-year-old is killed by his best friend in an argument over a girl.

In Kresseville, Pennsylvania, a nine-year-old boy shoots and kills a seven-year-old playmate after she tells him she is better than he is at Nintendo.

While resolving students' conflicts has always been part of a teacher's job, it has never been more important. School violence is on the rise, and more and more disputes that once ended in playground shouting matches are now ending in shooting matches. In response, thousands of teachers are attempting to prevent or mediate disputes through "conflict resolution" programs. The goal of such programs is to help students control their anger before anyone raises a fist or reaches for a weapon.

Conflict resolution, which has its origins in collective bargaining and the peace movement of the 1960's, is a method of resolving disputes nonviolently that uses a set of formal procedures to improve communication and to cool tempers. Conflict resolution programs began to spread to schools in the early 1980's, thanks to the efforts of groups such as the Community Board Program in San Francisco and Children's Creative Response to Conflict in Nyack, N.Y.

The school programs tend to fall into three general categories: those that train teachers, those that train students and those that use a special conflict resolution curriculum in classrooms. Some schools use a mixture of all three.

Teachers who are trained in conflict resolution techniques, usually through inservice programs or workshops, learn how to encourage angry students to state their complaints in ways that leave open the possibility of a peaceful settlement. For example, teachers learn to encourage students to use "I" statements, such as "I feel upset when you call me names," instead of hurling insults back and forth. They also engage in role-playing exercises to learn good listening skills.

Other programs encourage students — who learn conflict resolution techniques from their teachers or from specially trained instructors — to do the mediating. When conflicts occur, the student mediators step in first. Young mediators are now dealing with everything from conflicts on the playground in elementary grades to interracial incidents and even gang fights in middle and high schools.

A third type of program, most commonly used in the upper grades, teaches conflict resolution as a separate subject or integrates it with another subject.

The Ann Arbor, Mich., public school system operates one of the most extensive programs in the country. Introduced three years ago, it now reaches all of the city's 14,230 K-12 students and its roughly 900 teachers. At the outset, the district provided all teachers with a six-to eight-hour inservice training session that introduced them to mediation techniques and showed them how to incorporate a conflict management curriculum into their classes. More than 60 of the teachers then went on to participate in an additional 12-hour workshop, where they learned how to train stu-

dents to be mediators. There are now more than 125 students mediators in the elementary grades and more than 30 in the high schools. Conflict resolution has also become part of the curriculum for students at all grade levels.

So far, the Ann Arbor program appears successful. Glenna Avery, principal of Logan Elementary School and district coordinator for the program, recalls how in the year before the program was instituted, one principal had to deal with about 320 conflicts, ranging from disputes in the lunchroom to paper fights on the bus ride home. In the first semester after the school started using student mediation, the number dropped to 27. In general, Avery says, the climate in the schools changed: "students are concerned about one another."

Conflict resolution seems to be working elsewhere, too. Richard Cohen, director of School Mediation Associates in Belmont, Massachusetts, which has implemented more than 100 programs in schools or school systems since 1984, says, "On average, 85% of potentially violent incidents involving mediation end in a peaceful resolution."

One of the most dramatic successes occurred at Washington Middle School in Albuquerque, N.M. In the fall of 1988, the school administration decided to try using conflict resolution to end the gang-related violence that was plaguing the school. With the help of two local dispute-resolution organizations, the school persuaded the leaders of the three major gangs to agree to meet for two hours twice a week for one month. The gang leaders also agreed to a set of rules for the mediation sessions, including no name calling, no weapons or acts of intimidation and complete confidentiality. They talked about and negotiated over everything from fear for the safety of their families to unfair treatment by the school administration.

After the month's sessions, all the gang leaders and the school's principal signed an agreement stating that threats and name calling would stop and that gang members would try to settle future disputes peacefully. The fighting among the rival gangs soon ended and within a month it wasn't uncommon to see the former enemies playing soccer or giving each other "high fives." The gangs continued to hold mediation sessions, and the school has become a model for other local schools confronting gang activities. "Mediation is not a panacea," says Flora Sanchez, a former counselor at the school. "However, gang members learned that conflicts can be resolved without violence."

Despite such successes, most schools still don't have mediation programs. Although teachers don't have the authority to establish a schoolwide program, they can make a difference as individuals, according to Cohen of School Mediation Associates. He recommends that teachers enroll in a workshop on their own and begin using or teaching mediation techniques. If they are successful, other teachers are likely to follow, and eventually the administration will come around, Cohen says.

The National Association for Mediation in Education based at the University of Massachusetts at Amherst can provide teachers with a directory of workshops, training programs for student mediators, annual conferences, curricula, and other publications. NAME, a clearinghouse on conflict resolution, lists more than 600 members worldwide, 90% of whom are educators. The Community Board Program and School Mediation Association can also provide training information on schools that are currently operating mediation programs to help students "talk it out" instead of "taking it out" on each other.

PEER PRESSURE IS USED TO MEDIATE DISPUTES AT SCHOOL

New York Times

PEER PRESSURE IS USED TO MEDIATE DISPUTES AT SCHOOL

This article by Georgia Dullea appeared in the New York Times on February 9, 1987.

The trouble began at William Howard Taft High School in the Bronx when a sophomore boy threw a piece of chalk at a sophomore girl. Ethnic slurs were exchanged, along with threats, and by lunch time the girl was on the telephone to fellow gang members. In the office of Project Smart, the coordinator, Dorothea Grant, recalls glancing out and seeing "a big gang of kids outside the school.

"There were rumors of weapons," she said. "Guns."

If this had happened two years ago, the principal, Jimmie Warren, said he would have put out an "A.P.B.," or all-points bulletin, to the school's security guards. Instead, Mr. Warren called in the antagonists and offered them a choice: submit their dispute to mediation, or be suspended. After an hour of negotiations with a 16-year-old classmate — one of the school's 32 peer mediators — they signed a contract to bury the hatchet and call off their gangs.

With cadres of teen-agers trained to mediate conflicts, Taft and five other New York City high schools are outposts of Project Smart, an acronym for School Mediators' Alternative Resolution Team. Students who fight have the same choice as those in the chalk dispute. "Mediation," Mr. Warren said, "has cut our suspension rate in half."

The mediation project is part of a larger national phenomenon known as the peer movement. While parents and teachers have always known that adolescents speak more freely to peers than to adults, it is only recently that schools have begun to tap the positive force of peer pressure.

Trained to help other students express feelings, explore options and reach decisions, peer counselors deal not only with conflicts, but with such serious problems as teen-age suicide, pregnancy, drug and alcohol abuse, divorce in the family, anxiety about tests and loneliness.

"The movement is stirring interest in many schools," said Morton Deutsch, a social psychologist at Teacher's College of Columbia University and director of its new Center for Cooperation and Conflict in Schools. The center, which trains teachers, works with schools on Long Island and in Westchester and New Jersey, among others.

Robert Bowman, editor of the Peer Facilitator Quarterly, estimated that 20,000 peer counseling programs exist in elementary schools and high schools around the country. Dr. Bowman, an educational psychology professor at the University of South Carolina, said he had consulted with schools in 30 states and helped form peer counseling networks in 10 states.

"Kids today are leading fast-paced lives, growing up in families that are not so strong," he said. "Research shows kids watch an average of 30 hours of TV a week. But the average time of two-way conversations — kids getting listened to — is 15 minutes a week. The suicide rate, I'm convinced, is partly because kids aren't being listened to anymore by families or by each other."

PEER PROJECTS VARY IN FORM

Peer projects take many forms. Examples are these:

- In Tyonek, Alaska, a tiny village where eight of 30 teenagers have taken their lives in recent years, peer counselors work with children as young as 8 to combat suicide and drug abuse.

- In Peoria, Illinois, mental health workers have trained teen-agers to operate a crisis telephone line for other teen-agers who call in anonymously.

- In San Francisco, small-conflict managers in grades four through six are credited with breaking up scuffles and lunch-money extortion rings.

"We stress that they're not judges, not cops—just friends who listen," said Judy Drummond, who teaches bilingual classes and supervises the program at Paul Revere Elementary School in San Francisco.

Small-conflict managers learn their skills from the Community Board of San Francisco Neighborhood Dispute Resolution, which has trained teachers in 18 states.

"The first year," Ms. Drummond recalled, "violent crimes were virtually eliminated. This used to be known as a rough school."

Courses led by peer counselors are part of the curriculum in some schools, an optional activity in others. Counselors wear distinctive T-shirts or armbands in some schools; others consider such symbols elitist. In some schools counselors are elected solely by peers, in others by panels of peers and faculty.

KEEPING CONFIDENCES

The most effective programs draw counselors from every clique in the school, not just the A students. "You need nerds, jocks, preppies, punks," a freshman in Florida said. "You need your leather jackets, too."

Except for suicide threats or other life-or-death situations, peer counselors generally must promise not to divulge confidences. Troubled students are urged to see the school psychologist, but the watchword is best expressed by a sign in a Los Angeles high school counseling room: "What you hear here, what you say here, when you leave here, stays here."

Like many other administrators, Michael Biasucci, vice principal of the Cranford (N.J.) High School, acknowledged that "it's risky leaving 12 teens alone in a room," but added, "To get true peer communication you can't have us old fuddy-duddies around."

The peer program in his school, part of the freshman health curriculum, consists of 30 classes run by 48 peer leaders who are juniors and seniors. In Cranford, as elsewhere, advisors keep an eye on the program by dropping into the classes unannounced and by meeting with the leaders.

Despite intensive training in communication skills as well as curriculum topics, Mr Biasucci said peer leaders are "not experts" and are required to alert program advisors in "life-threatening situations."

He said this rule had enabled psychologists and others to intervene in "a couple of potential suicides," and advanced pregnancies in which girls were receiving no medical care because "no one knew about it."

Rather than raise these "heavy" issues in peer class, freshman tend to drop the sort of hints that such leaders as Heidi Kiebler, a 17-year-old senior at Cranford High, are quick to pick up. "So you talk to them after class," she said, "and you'd be surprised how receptive even the coolest kid can be to a little caring."

"You can't act surprised or give advice," added Diane Galbraith, also a Cranford senior,

"All you can do is listen, help them to pinpoint the options and make their own decisions."

In schools where peer counselors and mediators are carefully trained and supervised, reports are positive. "There's some evidence they help reduce violence and discipline problems and are well accepted by other kids," said Dr. Deutsch of Teachers College. "But there hasn't been much systematic research, which is one thing we hope to do in the city schools as we get funding."

MEDIATORS ARE HELPED, TOO

Besides Taft High School, other New York City schools in Project Smart are Far Rockaway and William C. Bryant High Schools and Horace Greeley Junior High in Queens and Eastern District and Prospect Heights High Schools in Brooklyn.

The projects are run by the nonprofit Victims Services Agency and financed in most cases by money from the Board of Education's school dropout prevention program.

One sign of the mediation projects' strength, administrators say, is that some students who go through the process later ask to be mediators.

Students who start out as mediators also benefit. Stephen Williams, who enrolled in a truancy-prevention class at Taft when he became a mediator, credits Project Smart with "giving me a reason to come to school and a sense of importance."

His most recent case was a boyfriend-girlfriend tiff that escalated into a lunchroom food fight. He has also mediated conflicts between teachers and students and between parents and children, including a "really emotional" mother-daughter curfew dispute.

"After the parties reached an agreement," the 17-year-old mediator recalled, "I told the daughter she was lucky to have a mother that cares, because 'some people don't.' When you wrap up a case you want to offer some insight also."

Carolyn Pogson, the mediator in the chalk case, said she was once too shy to answer questions in class. But the tiny, soft-spoken sophomore appeared poised as she sat at a conference table with the sophomores in the chalk fight on either side, glaring.

'NO NAME CALLING'

Ticking off the ground rules, the 16-year-old mediator began, "No name-calling, no foul language, only one person may talk at a time."

It was not, she noted later, her toughest case; "Sometimes they come in all cut and bleeding, and you have to calm them down."

The settlement, an agreement written in Spanish and English, was typed by the mediator and signed by both parties. In it, the boy and girl promised to drop their dispute, call off their gangs and keep details of the session a secret.

So ended the chalk case. "But if either side breaks the agreement," Carolyn said a bit wearily, "it may have to be remediated."

PACT, A MODEL PROGRAM

MARIN COUNTY MEDIATION SERVICES

PROJECT PACT: PEERS ADDRESSING CONFLICT TOGETHER

The materials in this section were developed by Marin County (California) Mediation Services and its Schools Mediation Coordinator, Susan Rohde, for use in setting up conflict resolution programs in schools.

WHO ARE CONFLICT MANAGERS

Conflict managers are specially trained students who help other students get along with each other.

WHAT DO CONFLICT MANAGERS DO?

When students are involved in a non-physical dispute, they are asked if they would like conflict managers to help them solve their problem. If the disputants so choose, the conflict managers help them by using a problem-solving process to clarify the nature of the dispute and to reach a solution satisfactory to both disputants.

WHAT WILL CONFLICT MANAGERS LEARN IN TRAINING?

1. Leadership.
2. Communication:
   - how to express feelings and needs;
   - how to listen well without taking sides.
3. Problem solving.
4. How to improve the school environment.
5. Responsibility for their own actions.

BENEFITS OF THE CONFLICT MANAGEMENT PROGRAM

1. Conflict managers gain confidence in their ability to help themselves.
2. Conflict managers learn to get along better at home and at school.
3. Some schools have reported improvement in conflict managers' grades.
4. Other students learn from conflict managers how to get along with each other better.
5. Arguments decrease, so students spend more time learning.
6. Students and teachers are able to work together in a more friendly, relaxed way.

THE CONFLICT MANAGERS PROGRAM

Conflict managers are trained student conflict resolvers who help disputing students to identify and express their concerns and come to their own resolutions. The students in conflict often feel a diminished sense of fear and hostility, and experience a sense of responsibility resulting from the voluntary participation in the resolution of their problems. Conflict managers gain confidence in their leadership and communication abilities and provide modes of effective communication and cooperation for fellow students. School staff spend less time on discipline and problem-solving, and the overall school climate can improve. The conflict manager program is an ongoing resource which compliments other school rules and disciplinary procedures as well as other types of educational programs.

In elementary schools, trained conflict managers work in pairs, mainly on the playground, to help resolve problems which might otherwise call for adult intervention. They are on duty for recess and/or lunch periods and wear clothing identifying them as conflict managers.

At the middle and high school levels, students who are referred to the conflict manager program are scheduled on a case-by-case basis for a session with pairs of student conflict managers. Conflict managers deal with disputes which occur in class, at lunch, in the halls, or anywhere on the school grounds. The problem may be handled by conflict managers immediately or at an appropriate future time.

At all school levels, bi-weekly or monthly meetings with conflict managers are held in order to build cohesion among conflict managers, reinforce and add to conflict resolution skills and provide time for ongoing discussion of previous conflict manager sessions and program logistics.

In each school, program coordination involves initial planning of the program, coordinating and conducting training of new conflict managers, conducting bi-weekly or monthly meetings with conflict managers, scheduling mediation sessions or conflict manager duty, securing meeting space for program activities, encouraging teacher and student participation, and serving as a liaison between the program, faculty, and parents. The time commitment for coordination is about two to four hours per week once the program has started, and is best shared by two or more coordinators.

A core group of other faculty and staff often assist with conflict manager training and other planning tasks. Training these adults usually takes a minimum of eight hours for elementary and middle schools and 16-18 hours for high schools.

The student body is introduced to the conflict manager program through an assembly or classroom presentations. After the introduction, students nominate conflict managers by classroom. The conflict mangers are selected from those nominated, with consideration given to qualifications, interest, grade level, reflection of a cross-section of the student body, teacher recommendations and parent approval. After the conflict managers are trained, a graduation assembly may be held, and the program may begin immediately. At least three months usually pass from the initial coordinator training to the commencement of the conflict manager program.

For middle and high schools, general faculty participation is minimal; classroom teachers assist in conducting classroom nominations of conflict managers and refer cases to the conflict manager program.

Faculty participation varies at the elementary level, as there are two ways to implement the conflict manager program. One option requires all third to sixth grade teachers to teach the communication and problem-solving skills building activities in their classrooms. This exposes all students to conflict resolution and describes in detail the conflict manager program. After the activities are presented (about two months for seventeen 25-minute classroom activities), conflict managers are nominated and trained in two three-hour sessions ....

The middle and high school conflict manager training takes 15 hours and is designed to be conducted over two and a half full school days. The number of conflict managers varies based on the school size, but a minimum of 20 conflict managers per school is recommended. Conflict manager training at all school levels usually occurs once per year.

Elementary and secondary classroom curricula, with topics in communication skills and interpersonal conflict resolution, are available to supplement the program. Additionally, numerous special applications of the conflict manager program are possible. The Marin County Schools Mediation Program can help tailor a program to fit your particular needs, with its on-site trainings and consultation. . . .

PACT TRAINING: TIME REQUIRED

High School

Training Preparation	20 hours
Faculty Training	16 hours
Student Training	15 hours
Follow-up Sessions:	
Eight hours per month, first six months	48 hours
Four hours per month, seven-twelve months	24 hours
TOTAL	123 hours

Elementary Schools

Training Preparation	15 hours
Faculty Training	6 hours
Student Training	6 hours
Follow-up Sessions:	
Eight hours per month, first six months	48 hours
Four hours per month, seven-twelve months	24 hours
TOTAL	99 hours

The following model letter of agreement was developed by Marin County Mediation Services as a contract to be signed by Mediation Services and the school using its services to set up a P.A.C.T. program.

SCHOOL MEDIATION PROGRAM LETTER OF AGREEMENT BETWEEN MARIN COUNTY MEDIATION SERVICES AND (NAME OF SCHOOL)

To plan and implement Project P.A.C.T., Peers Addressing Conflict Together, a school-based mediation program at (name of school), Marin County Mediation Services agrees to:

- Work with [the school's] administration, staff, students and parents to plan student outreach and training. Planning will occur during summer and fall.
- Implement outreach to students at [the school] to introduce the idea of school-based mediation [and] to solicit students for the training through assemblies.
- Implement training necessary for Project P.A.C.T. A minimum of three to five interested staff members (including the person who will function as school coordinator) will receive 16-18 hours of training to familiarize them with the curriculum for the student training. Fifteen hours of training will be provided by Marin County Mediation Services staff to student mediators, with faculty and/or staff members participating as assistant trainers.
- Work with [the school] administration and the staff person selected as school coordinator, to implement Project P.A.C.T. Included in this will be details of intake procedure, mediator assignment, follow-up, and record keeping procedures.
- Work with trained staff to develop ongoing support and training for student mediators.
- Be available to [the school] for ongoing follow-up and support for no more than four two-hour sessions a month for the first six months following the training and two two-hour sessions per month for the seventh through 12th month after the training.

To implement a school-based mediation program at [the school], the administration agrees to:

- Review [its] discipline code and procedure to determine where mediation would provide an effective alternative to current options.
- Work with Marin County Mediation Services to establish faculty support from the outset of the program.
- Allow class and/or assembly time to introduce mediation to the student body.
- Release chosen students and staff from classes and other responsibilities to attend the mediator training and bi-monthly post-training support meetings. Missed work and classes will be made up in predetermined ways.
- Make space available for training and follow-up meetings.

- Allow a staff person to assume the function of school coordinator. This person should be included in the group trained.
- Refer cases in pre-determined categories to mediation.
- (If applicable) release student mediators from study halls, lunch, and/or classes when necessary so that they can mediate disputes.
- Allow Marin County Mediation Services staff to conduct surveys with the entire school community, student mediators and students who participate in mediation to evaluate the effectiveness of the program.
- Allow Marin County Mediation Services staff access to statistics generated by the school-based mediation programs so that the results can be disseminated to other schools.

For (name of school) :

_____ _____

Signature Date

_____

Title

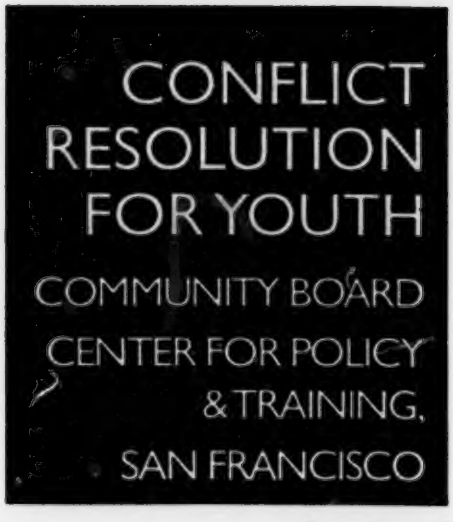
For Marin County Mediation Services:

_____ _____

Signature Date

_____

Title


CONFLICT
RESOLUTION
FOR YOUTH
COMMUNITY BOARD
CENTER FOR POLICY
& TRAINING,
SAN FRANCISCO

CONFLICT RESOLUTION FOR YOUTH, A MODEL PROGRAM

The following materials were developed by the Community Board Program of San Francisco, a well-recognized leader in the field of conflict resolution that has been working with community groups, high schools and elementary schools for over two decades. Included below are an excerpt from the preface to the text "Conflict Resolution for the Elementary Classroom," ten points for solving your own conflicts, a Conflict Managers Report Form, a teacher questionnaire and an exercise in asking unbiased questions during conflict resolution sessions.

PREFACE TO "CONFLICT RESOLUTION FOR THE ELEMENTARY CLASSROOM"

This elementary school text on conflict resolution presents a radical idea: *Conflict is positive and can enhance our relationships with other people.* We believe that conflict can help us to learn more about ourselves and others, to build better and more lasting relationships, and to find new and better ways to respond to problems in our lives.

In a world where conflict is quickly equated with violence, it is important to distinguish between the two in order to underscore the opportunities presented by conflict. When violence emerges, the opportunities of conflict are lost. Because TV, movies, and popular works so often extol the virtues of violence, it is critical that we make the effort to embrace the positive aspects of conflict. This is particularly important for those of us who are involved in teaching young people about the world.

Through our work over the past twelve years, we at the Community Board Program have found that the starting point in finding a peaceful resolution to conflict is the active participation of those involved in the dispute. In order to resolve a dispute, it is essential that the disputants communicate directly to one another why the dispute is important, what it means to them, what fears and angers have arisen, and what attitudes and impressions they have of the other disputant.

Through this text, teachers and their elementary school students will learn how to express and resolve their own conflicts. The skills presented here will enable students to reduce the tensions and hostilities associated with conflict. At the same time, they will learn how to acknowledge one another, and how to come to an understanding based on the real needs of both people involved in the dispute. In short, this text is about developing new life skills that students can use to deal effectively with everyday conflict and to improve the quality of their own lives.

This skill building is especially important for young people because they often feel powerless. Personal power can be seen as having choices. The ability to express issues and resolve differences peacefully is empowering because it offers a choice — a new way to respond to conflict. In teaching these skills, we intend no value judgement towards other conflict styles learned at home. In offering a choice, our intention is to give students skills and attitudes that will help them achieve success in the school environment, while respecting that there are important cultural differences in approaches to conflict.

Our society and our schools are becoming ever more diverse — culturally, ethnically, and racially. This diversity, and the conflicts it generates, offers unique opportunities for us to learn

about ourselves and others. But in order to take advantage of these opportunities, students need to develop an appreciation for differences between people, and they need to learn the skills to solve problems collaboratively. These important attitudes and skills are most easily learned early in life. Through the conflict resolution model presented in this curriculum, students are encouraged to use the differences between people as an opening to learn more about one another, and to appreciate the multi-dimensionality of personal interactions and relationships.

• • •

Part of the mission of the Community Board Program is to make the resolution of conflict the "Fourth R" of our educational system. You, as the teacher, are at the critical edge of this effort. Your work in modeling new forms of conflict resolution advances the cause of peace in our complex, heterogenous, democratic society. To you — and to your students who practice the skills of peace — this curriculum on conflict resolution is appreciatively dedicated.

TEN POINTS FOR SOLVING YOUR OWN CONFLICTS

1. **Talk Directly**: Assuming that there is no threat of physical violence, talk directly to the person with whom you have the problem. Direct conversation is much more effective than sending a letter, banging on the wall, throwing a rock, or complaining to everyone else.

2. **Choose a Good Time**: Plan to talk to the other person at the right time and allow enough time for a thorough discussion. Don't start talking about the conflict just as the other person is leaving for work, after you have had a terrible day, or right before you have to make dinner. Try to talk in a quiet place where you can both be comfortable and undisturbed for as long as the discussion takes.

3. **Plan Ahead**: Think out what you want to say ahead of time. State clearly what the problem is and how it affects you.

4. **Don't Blame or Name Call**: Antagonizing the other person only makes it harder for him or her to hear you. Don't blame the other person for everything or begin the conversation with your opinion of what should be done.

5. **Give Information**: Don't interpret the other person's behavior: "You are blocking my driveway on purpose just to make me mad!" Instead, give information about your own feelings: "When your car blocks my driveway, I get angry because I can't get to work on time."

6. **Listen**: Give the other person a chance to tell his or her side of the conflict completely. Relax and listen; try to learn how the other person feels.

7. **Show That You Are Listening**: Although you may not agree with what is being said, tell the other person that you hear him or her and are glad that you are discussing the problem together.

8. **Talk It All Through**: Once you start, get all of the issues and feelings out into the open. Don't leave out the part that seems too "difficult" to discuss or too

"insignificant" to be important. Your solution will work best if all issues are discussed thoroughly.

9. **Work On a Solution**: When you have reached this point in the discussion, start working on a solution. Two or more people cooperating are much more effective than one person telling another to change. Be specific: "I will turn my music off at midnight" is better than a vague, "I won't play loud music anymore."

10. **Follow Through**: Agree to check with each other at specific times to make sure that the agreement is still working...Then really do it!

CONFLICT MANAGERS PROGRAM TEACHER QUESTIONNAIRE

1. How much class time do you spend on discipline? (Circle one.)

   a. Less than 20%.

   b. 20% - 40%.

   c. 40% - 60%.

   d. 60% - 80%.

   e. More than 80%.

2. Where do most conflicts at this school occur?

   a. In the yard.

   b. In the lunchroom.

   c. In the classroom.

   d. In the hall.

3. When do most conflicts occur?

   a. Before school.

   b. During lunch.

   c. After school.

   d. During passing periods.

4. What are most of the conflicts between students about?

   a. _____

   b. _____

   c. _____

5. How do you usually deal with conflicts between students?

   a. Refer to counselor, dean, or principal.

   b. Give detention.

   c. Let students work it out themselves.

   d. Act as mediator between students.

   e. Other (specify):

   _____

Please check whether you agree or disagree with these statements:

1. The conflict resolution program sounds like a good idea.

   a. Agree _____ b. Disagree _____

   c. Don't know _____

2. The conflict management program could work at this school.

   a. Agree _____ b. Disagree _____

   c. Don't know _____

3. Students here would benefit from learning conflict resolution skills.

   a. Agree _____ b. Disagree _____

   c. Don't know _____

4. I would be willing to release students from my class for conflict management training (provided they are responsible for making up any class work missed).

   a. Agree _____ b. Disagree _____

   c. Don't know _____

5. I would be interested in becoming a teacher/trainer for the conflict management program.

   a. Agree _____ b. Disagree _____

   c. Don't know _____

6. I would be willing to attend a training session/workshop to learn conflict management skills.

   a. Agree _____ b. Disagree _____

   c. Don't know _____

* If you answered yes to either 5 or 6, please give us your name and phone number:

_____

_____

7. What problems do you foresee in implementing the conflict management program at your school?

_____

_____

8. Please add additional comments about the conflict management program.

_____

_____

Thank you for your time and cooperation.

NEUTRAL QUESTIONS: AN EXERCISE

Directions: Turn the following statements into neutral ones or into questions that will help disputants come up with their own answers. The setting is a conflict management session and the statements are . . . by conflict managers.

1. "I know that if someone yelled at you without reason, you would feel mad. So can you be polite next time?"

2. "Are you jealous because she's so popular and has so many friends?"

3. "Don't you feel a little bad about having done that?"

4. "Why can't you just pay her for the damage to her records and she'll forget the whole thing?"

5. "I suspect that one of you is lying."

6. "I think that if you don't apologize for gossiping about him, this will never get resolved."

GANG MEDIATION

GANG MEDIATION

Youth gangs appear to be on the rise and violence between gangs is increasing on and off campus. Gangs, "islands within a community", have a distinct purpose in urban communities. They provide safety, companionship, "family" and often survival for their members. They often carry the traditions of the community. This meaning can not be overlooked or disregarded. It must be positively replaced for any success in decreasing gang violence.

Several middle and high school campuses have been successful in eliminating gang related violence at their schools. Through mediation, gang behavior has been modified and there has been an equalization of power between gangs. Successful mediation has changed gang members' attitudes, allowing schools to become neutral zones. However, off-campus gang activity is not much affected by a successful school truce unless a community agency gets involved in mediating street-related disputes.

School mediation sessions for gangs typically include (1) gang leaders, (2) school administrators, and (3) one or two mediators.

The Northwest Mediation Service used the following steps in successfully negotiating a gang truce on a middle school campus:

1. Initial meeting with individual gangs;
2. Preparation;
3. Joint sessions;
4. Caucuses;
5. Individual mediation;
6. Negotiations of "no-first-strike" agreements;
7. Gang member sign-off on the agreement;
8. Negotiation of a second agreement;
9. Sign off.

It has been noted that gang members after going through mediation have sometimes decided to get involved in the conflict resolution process and become peer mediators. These gang leaders frequently become skilled, successful mediators, gaining self-esteem and skills in negotiation and cooperation.

The following article tells of a unique program with exciting success in working with gangs in Los Angeles. The program uses a creative method of non-school reduction of gang conflict and violence, replacing self-hate, distrust, destruction and prejudice with understanding, cooperation and appreciation of others.

MURAL MAKING AND COMMUNITY BUILDING AT THE GREAT WALL OF LOS ANGELES

Reprinted from "This Way Daybreak Comes: Women's Values and the Future," by Annie Cheatham and Mary Clare Powell, New Society Publishers, Philadelphia, Pennsylvania, 1986, pp. 67-69.

In Los Angeles, Chicana muralist Judy Baca hits the streets every summer looking for teenage gang members who will help her paint the history of California on the Tujunga Wash Flood Control Channel in North Hollywood. Since 1976, young dropouts with police records have learned to read Judy's blueprints, calculate complicated math problems about scale, and prepare an outdoor, sometimes underwater, surface for paint. They have also learned to trust and work with kids different from themselves.

In 1974, the U.S. Army Corps of Engineers asked Judy to design a mural along the flood-control channel. A founder of the Social Public Arts Resource Center (SPARC) in Venice, California, Judy works on issues that affect the varied peoples of Los Angeles. The Great Wall of Los Angeles, as the Tujunga Wash Project is called, turned into her biggest project.

But not her first. Since 1970, Judy has painted murals in East Los Angeles barrios. There she found young people drinking wine, sniffing glue, playing idle games. Unemployment, drug use, and violence prevailed. "There was nothing for them to do in the parks — no programs, no jobs — not then and not now," Judy told editors of "La Comunidad". "No one was taking an interest in them, and I got the idea of trying to relate to them through art."

Many of the young Chicanos and Mexicanos were artists. Formed into fiercely territorial gangs, they established boundaries with graffiti-covered walls. Judy capitalized on this inherent artistic talent and asked gang members to help her paint a mural. At first, the atmosphere was charged, members of one gang didn't trust members of another. But they trusted Judy, and gradually, by using improvisational games to defuse tension, she helped them trust each other.

When the Tujunga Wash project came along, Judy was prepared. She knew that racism was created by isolation and misunderstanding. "The black, Asian, and Chicano communities were miles apart," she said. "There's terrific geographical and cultural isolation; the people just can't read each other at all. One sentence can mean three different things, depending on who's talking and who's listening." By inviting minority group members to paint a mural about the history of minorities in California, she knew she could heal wounds.

As an urban artist, Judy cares about the whole fabric of Los Angeles — the physical, the social and the cultural. "Art is not just for the rich, the educated, or five of my friends," she said. "Art is vital to the spirit of human beings, rich or poor." And she knows that public, blank walls do nothing to address the depersonalization already felt by urban residents. Art on those walls changes everything. It expresses a people's experience of place and reduces cultural isolation. "Space is power. Take over a big public place and you've got power."

To prepare for the Tujunga Wash Project, Judy called community meetings and asked for money and support. She explained the mural makers would be low-income youths between fourteen and twenty-one, many of whom had trouble with

the law. She outlined her strategy: form racially mixed crews, set aside one day a week for study, and use improvisational drama to handle personal problems.

Some of the kids had never met a person of another race, let alone worked with one. Creating mixed crews of Chicanos, blacks, and Asians encouraged familiarity. Interracial friendships developed, along with interdependence — it took teamwork to erect a scaffolding and paint eight-foot walls. Lives were changed. One young Chicana with a troubled past, including incest, self-torture, and armed robbery, announced at the beginning of the summer, "I ain't never gonna work with them niggers." By summer's end, she was teamed up with an all-black video crew.

Friday's were "study days". Judy recruited dynamic teachers to talk about economics, politics, and social history suggested by the mural. When the crew was working on a panel about fascism, the first speaker was a historian specializing in the Holocaust, the second was a Holocaust survivor, and the third was a relative of a displaced European Jew.

One of Judy's major goals is to root out racism. Using dramatic improvisation, she teaches problem-solving and conflict resolution skills. During group role plays, teenagers write down their ideas about other groups, then act them out. "'Chicanos are lazy and dirty' becomes hilarious," Judy said, "when it's being acted out by kids so energetic you sometimes want to hogtie them."

The energy and power of the mural are impressive. When we visited on a muggy Los Angeles afternoon, we couldn't believe its detail and scope. Bright, aggressive colors swayed and surged, coattails became railroad tracks, outstretched hands became flames of fire. Decades unrolled down the channel, and successive panels depicted dinosaurs, gold mining, industrialization, depression, war, and prosperity. When it is finished in 1987, the mural will be one mile long.

Over the years, kids return to tell Judy Baca how their work on the Great Wall changed them. By confronting racism they have explored and exploded stereotypes about others. By learning reading, math and communication skills, they have a chance to move out of the ghettos into mainstream Los Angeles life. By painting a history of their people, they have applauded their heritage. "The racism directed at these youngsters leads to self-hate, which amounts to a death-wish," Judy said. "There's no way they can participate in the American dream of 'hard work and get ahead.' Painting the channel widened their scope. Before they would say, 'We can't move all that dirt.' They now say, 'We'll get it moved today.'"

CLASSROOM ACTIVITIES

Section 9

HOW DO YOU HANDLE CONFLICT?

This is a preliminary exercise to raise awareness about how to deal with a situation that is confrontational.

Directions: Following each conflict resolution technique, the student should indicate whether she/he uses it often, occasionally, or seldom in handling real-life conflict situations.

	OFTEN	OCCASIONALLY	SELDOM
1. Avoid confrontation.			
2. Attempt to understand others' point of view.			
3. View conflict as a joke.			
4. Admit guilt regardless of what you really believe.			
5. Apologize.			
6. Work toward a compromise.			
7. Superficially reach a compromise.			
8. Involve another person to decide upon a compromise.			
9. Assert your own view.			
10. Physically fight.			
11. Change the subject.			

Class discussion should follow based on the pros and cons of each technique. Special attention should be paid to number six (work toward a compromise). This should lead to a discussion of basic peer mediation skills and procedures.

"I-MESSAGES" IN RESOLVING CONFLICTS

The "I-message" is a method for expressing a want, need or concern in a non-judgmental, non-confrontational, non-blaming and personal manner. It should be expressed as:

> I FEEL _____ *(EMOTION)* WHEN YOU _____ *(BEHAVIOR)* BECAUSE _____ *(TANGIBLE EFFECT).*

It is generally recognized that I-messages are very important in the solving of a dispute, whether in the mediation process or a one-on-one personal dispute.

Skilled use of well constructed I-messages, where the listener can hear and understand the problem his/her behavior is causing for the speaker in a descriptive and not judgmental way, often can resolve a dispute without mediation or third party intervention. If the intent of having the other person modify their behavior without loss of self-esteem or a functional relationship is achieved, the problem can be solved without further intervention. However, if the results through I-messages are unacceptable to both parties, conflict resolution procedures may be necessary.

Whether using I-messages in one-on-one disputes or in the mediation process, it is always important to be aware of the depth of one's own feelings and to be realistic about the outcome. Also, caution should be taken not to use I-messages to punish, get revenge or in reoccurring situations.

I-messages continue to be an important skill for peer mediators. Peer mediators should be able to state a concern in a descriptive, non-threatening way to either disputant during a conflict resolution process.

The benefits of properly expressed I-messages include:

1. A format that is non-confrontational is established to express the effects of a person's behavior on you/others.
2. The responsibility for each party's behavior is retained by that party.
3. The chance of getting your need met is increased.
4. The potential for resistance and threatening interaction is minimized.

As an example, you could use a confrontational, threatening response to someone else's behavior:

"Stop yelling, you are being rude, conspicuous and obnoxious."

Or you could use a descriptive, non-threatening, non-confrontational I-message:

> "I FEEL frustrated WHEN YOU yell BECAUSE it makes it very difficult for me to really hear what you are saying."

The following are samples of exercises that could be included in training peer mediators. Ask the trainees to design I-messages for the following situations:

1. One disputant is really angry. She/he yells at you, saying, "Get off my case and go take care of someone else." State your I-message to this disputant:

   I feel _____
   When you _____
   Because _____

2. Two disputants keep interrupting each other. You remind them several times of the pre-established ground rules. Now give I-messages to the disputants:

   I feel _____
   When you _____
   Because _____

3. After some hard work, the two disputants seem more relaxed and are sharing responsibility for the problem. Give them an I-message about their improved behavior

   I feel _____
   When you _____
   Because _____

LISTENING FACTS AND SKILLS

The art of listening is an essential element in mediation, as well as a key ingredient in all communication and positive relationships. The mediator who knows how to listen and what to listen for will attain more success in the resolution of conflicts.

Consider these well documented facts:

- We spend 45% of our time listening, compared to 30% talking, 16% reading and 9% writing.
- 70%-80% of our waking hours are devoted to communication.
- Impressions of us are derived from facial expressions (55%), voice tone (37%) and words (8%).
- After hearing a speech an untrained listener will retain only 25% of what was said eight hours later.

Effective listening can reduce tension, build trust, stimulate the speaker and increase knowledge and understanding. Developing listening skills also reduces the chances of mishearing. Mishearing can lead to distrust, further misunderstanding, increased tension and a feeling of unimportance by the speaker and a lack of caring by the listener.

All training for mediators should include discussion on active listening. Mediators should be trained to:

1. Attempt to put themselves in the disputant's place to understand what the person is saying and how he/she feels.
2. Use non-verbal behaviors to show understanding and acceptance:
   - Tone of voice (37% of impression given).
   - Facial expression (55% of impression given).
   - Gestures.
   - Eye contact.
   - Posture.
3. Take into account the differences in non-verbal behaviors between various cultures. It is important to be alert to the variety of meaning of these behaviors to the numerous cultural and ethnic groups that make up the United States.
4. Not interrupt, not offer advice and not compare the disputant's conflicts with similar experiences, feelings or problems they might have had.
5. Ask open questions to better understand the other person's issues and concerns.

OPTIONS IN SITUATIONS OF CONFLICT

In class discussion, have students give examples of various conflict resolution options they have experienced. Have them decide where on the chart below each option would fit. Did both sides lose? Did both sides win?

I LOSE/YOU LOSE	I LOSE/YOU WIN	I WIN/YOU LOSE	I WIN/YOU WIN
Violence	Submission	Dominance	Mediation
War	Compromise	Compromise	Collaboration
Injury	Suppression	Aggression	Cooperation
Escalation	Coersion		

I win/you win in situations of conflict places value on interpersonal relationships. Each individual and society profits.

CRITICAL THINKING SKILLS & HANDLING CONFLICT

Section 10

CRITICAL THINKING SKILLS AND HANDLING CONFLICT

Critical thinking is the process by which acquired knowledge is applied to new problems or situations in order to devise new solutions. Strong critical thinkers are able to be sincere, fair-minded and understanding in evaluating situations or problems.

Critical thinking teaches a student how to find the answer and does not dictate the answer. Conflict resolution teaches a students how to solve problems and does not dictate the solutions.

Critical thinking skills are very important in peer mediation. By applying a wide variety of critical thinking skills, students can understand the nature of conflict and develop the most feasible solutions. Understanding conflict requires: listening, questioning, analyzing, identifying, tolerating ambiguities, comparing, contrasting, restating, evaluating evidence, discussing the impact of language on perception and trying ideas in new and different ways.

Critical thinking is a different approach to teaching. It encourages students to ask "why" and "how". Students learn to process the information they have to learn, to ask pointed questions and to make new discoveries. Asking the right question becomes as important as giving the right answer.

Additionally, critical thinking skills can be instrumental in reducing prejudice. Judging with full and sufficient examination and forming opinions with just grounds and sufficient knowledge — the opposite of prejudicial thinking — is the goal of the critical thinking process. Curiosity, objectivity, open-mindedness, skepticism, honesty, systematic persistence, decisiveness and respect for other viewpoints are essential to developing critical thinking skills and nonprejudicial attitudes.

Teach students to ask questions, get to the substance, take/explain/defend positions, be aware of multiple perspectives on issues, acknowledge the importance of knowing all sides of an issue and assess information carefully and fairly. These students will then increase their awareness of their own biases, heighten their openness to rethinking their positions in the face of conflicting evidence, and take the time to reflect rather than merely react.

The following are generally recognized attitudes essential to developing critical thinking skills. These attitudes are also essential to successful mediation, for both the mediator and disputants:

1. Intellectual curiosity.
2. Objectivity.
3. Open mindedness.
4. Flexibility.
5. Intellectual skepticism.
6. Intellectual honesty.
7. Being systematic.
8. Persistence.
9. Decisiveness.
10. Respect for others' point of view.

Why is it better for a school to teach students how to find answers than to teach students the answers? Because learning how to find answers is a lasting skill that leads to independence. It helps students find answers to their own problems. And it helps them to deal with other people.

The thought process of critical thinking is basically the same as that necessary for satisfactory completion of peer mediation:

1. Identify the problem.
2. Hear the points of view involved.
3. Understand the assumptions made.
4. Listen to the ideas involved.
5. Acknowledge the evidence and reasons advanced.
7. State the implications and consequences which could follow.
8. Reach agreement on feasible solutions.

When a student knows how to go beyond just the facts — to analyze the situation, put him/herself in the other person's shoes, look at a lot of different components and suspend judgement until all sides are studied — that student becomes skilled in both critical thinking and the mediation of conflict.

The critical thinking strategy of observing, inferring and evaluating before acting leads to an open-minded and understanding approach to a wide range of situations and problems experienced in life and enables one to reach new enhanced solutions.

TEACHING CONFLICT RESOLUTION

Section 11

TEACHING CONFLICT RESOLUTION: A SAMPLE LESSON PLAN

The following sample lesson plan is from "Building Better Communities by Developing Critical Thinking Skills: Curriculum for Living in a Democracy," Dorothy Hughes, 1991. It teaches the importance of community by stressing the interconnected values of ecological wisdom, social responsibility, participatory democracy and non-violence.

OBJECTIVE

To explore ways to resolve arguments, disputes and disagreements in a non-violent manner.

NARRATIVE FOR THE TEACHER

We all practice non-violence when we are patient, forgiving, merciful to those who have been unkind to us. We practice non-violence daily when our arguments and disagreements with our family do not result in yelling or abusing each other.

People of goodwill can find peaceful ways of resolving differences and settling disputes. (People of goodwill are compassionate people. They care about what happens to others. They are interested in the common good. If something is good for me, but bad for others, that something is not in the common good.)

First, we must be willing to listen, to try to understand each other and each other's point of view. We must concede that it is all right for people to disagree. We need to respect honest differences.

Second, we need to analyze the problem. What is the problem? What is at stake here? What do you want? What do I want? Is it just, fair? Does what either side wants violate the four values . . . (ecological wisdom, social responsibility, participatory democracy and non-violence) [or] . . . the guiding principle (to develop and maintain more caring relationships among people and between people and the planet)?

Third, we must be willing to cooperate, to communicate openly and have the ability to trust each other.

Fourth, we must drop preconceptions about the other person or group ('He's greedy,' 'They always want it all,' etc), we must focus on problem resolution rather than personalities ('I don't like him,' 'Don't like the way he talks').

Fifth, using consensus to reach agreement on a decision is helpful in not setting up a "win-lose" situation. The resolution or solution should be "win-win", satisfying both parties, rather than the too familiar "winner takes all, loser loses all."

Consensus, rather than voting, when making decisions is another peacekeeping, non-violent tool. People work for agreement by discussing the issues, trying to reach an understanding that will be satisfactory for all. If everyone can be brought along to a joint decision, then they can act together on carrying out the action decided upon. When we vote, some people vote "yes" and others "no". The "noes" may go along with great reluctance, not being very helpful or even obstructing the group action.

Consensus does not mean complete agreement on a proposal, but it does mean that the person who does not agree will examine whether he/she can stand aside and let the proposal pass and not block consensus. Consensus must be taken very seriously. Individuals must respect their own

feelings, but must also respect the overall needs of the group (common good). In consensus decision making there is respect, common searching, understanding and openness to ideas and a sense of dedication to the truth.

One of the main problems on finding agreement is the competitive nature of our society. We can't expect people to always agree. However, a cooperative framework is critical for dealing with disagreement. Conflict and disagreement are natural, but destructive when competition is added. When cooperation is present, conflicting interests can be defined as a mutual problem to be solved collaboratively. Competition interferes with communication, winning is everything.

It is healthy to air our differences; we feel better. We feel bad when we pretend to agree, but we must explore our differences and look for resolution on a spirit of working with, rather than against, each other.

ACTIVITIES

Acting as moderator, not judge, find two students who are involved in a conflict or have been involved in one that was not resolved. Ask them if they would like to have this conflict resolved. Tell them that a mutually agreeable solution can probably be worked out if they are willing to submit to the following process. (First give examples of a conflict: whose house are they going to study at? Who owes money to whom?)

1. Each person, one at a time, describes the disagreement without interruption.
2. Each person than rephrases what the other person said.
3. Ask each in turn how they feel about this dispute.
4. Have each rephrase what the other person said about feelings.
5. Have each state what they would like as an outcome.
6. Ask each what they would be willing to give up.
7. Have each look at alternatives.
8. What changes are they willing to make over a specific period of time?
9. Draw up a list of steps each agree to take.
10. Suggest a check back time to see how well the solution is working.

Class discussion questions:

Why it is important to have a third party mediate disputes?

Why did the steps used help the two come to mutual agreement?

Ask the students in the dispute if their feelings changed during the mediation and how they feel about each other now.

How were members of the class feeling during the discussion?

What other suggestions are there for finding agreement?

What about the common good?

How much does fairness and the feelings of others come into the compromise?

Remind [them] of the guiding principle: to develop and maintain more caring relationships among people and between the people and the planet.

Ask students to think of times when they have not acted for the common good of their family. Give [an] example: [A child] ate the food that was meant for desert. In the larger society it might be damming a river or using too much fossil fuel. How would this not be in the common good?

TEACHING HUMAN RIGHTS

HUMAN RIGHTS COMPONENT OF CONFLICT RESOLUTION PROGRAMS

"Human rights are the rights of every person to reach his/her full human potential without distinction or discrimination of any kind, such as race, color, sex, age, language, religion, political or other opinion, national or social origin, property, birth, disability or other status. These rights include the necessities of human existence, food, clothing, shelter, and those freedoms which are stated on the Universal Declaration of Human Rights, the Declaration of Independence and the Bill of Rights."

Virginia Franklin, 1987.

It is essential to include information on human rights as a necessary component of any conflict resolution program. Not only are human rights basic to all learning, but the human rights emphasis on respect, responsibility and fairness leads naturally to reduction of conflict in daily life on and off campus.

Teaching human rights dissipates students' egocentric and ethnocentic views of right and wrong. It teaches that each person is a member of the human family, sharing common basic needs and aspirations and interdependent on each other. Students learn that common needs and hopes underlie cultural, national, racial, religious, ethnic and linguistic differences. When human rights are incorporated into the curriculum, students comprehend the significance of:

1. Human dignity: they develop an understanding of themselves and others, including respect, self-esteem, fairness, tolerance and justice.

2. Humanhood: they strive to create a more caring and humane world through understanding the principles of justice, freedom, equality, safety and interdependency.

3. Human involvement: they become aware of their participatory responsibilities, including problem solving, conflict resolution, civic participation and critical thinking.

Additionally, schools should comprehend the significance of:

1. School policies that demonstrate equal rights, responsibilities and respect for safety.

2. Students who are able to demonstrate cooperation, sharing and responsibility to others.

3. Programs in conflict resolution, communication, decision making, and critical thinking.

4. Teacher/student interaction that demonstrates respect for each other, communication and understanding of authority.

The climate of a school must reflect the human rights principles of justice, security, respect for group differences, individual integrity and peaceful management of conflicts.

The Universal Declaration of Human Rights, Article 26, paragraph two states:

> Education shall be directed for the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.

This human rights education policy promotes curricula that teaches a global perspective at all levels of education, an understanding and respect for all peoples, their cultures, civilizations, values and ways of life; an awareness of increasing global interdependence; an ability to communicate; an awareness of rights and duties incumbent on people towards each other; an understanding of the necessity for international cooperation; and a readiness of the individual to participate in problem solving for the community, country and world.

The following sample activities enhance the human rights aspect of a conflict resolution program. The significance of human dignity, humanhood and human involvement are taught through these exercises:

1. Have students bring articles from newspapers depicting conflict. Make a display. Discuss the nature of the conflicts and the possible settlements.

2. Discuss physical force (e.g., a fight for a book) and implied (psychological) force (using threat's to obtain for the book). Role play situations in which students settle disputes using physical force and psychological force. Discuss how these situations could have been settled peaceably. Describe feelings resulting from each role play situations.

3. Chart conflict situations seen on TV and cooperative situations seen on TV. Discuss each program, the nature of conflicts depicted and how cooperation could resolve these conflicts. Discuss various methods of settling conflicts.

4. Discuss positive communication. List methods of communication (words, force, gestures, expressions). Brainstorm for increasing communication between groups. Devise a plan for increasing communication between parent/child, teacher/student and student/student.

5. List resources available on family, local, national and international levels for peaceful resolution of disputes. How do these resources improve communication between people and show the interdependency of people?

6. Discuss and chart what all people need to survive (e.g., water, shelter, food, love).

7. All people are interdependent, part of one global community, dependent on one body of resources and bound together by ties of common humanity. Discuss these aspects of common humanity for various groups/cultures: a) family, b) education, c) government, d) economic system, e) religion, and f) recreation. Make a mural, bulletin board

or chart comparing these aspects of various social institutions.

8. Discuss 'what is a right' and 'what is a responsibility.' Write out definitions of a right and a responsibility. Give examples of rights and responsibilities. Examine situations depicting conflicts. Determine who has rights and what the rights are and who has responsibilities and what the responsibilities are. Use family members, peers, school staff and others as examples.

9. What are human rights? Discuss the meaning of human rights, which rights are most important and why.

10. Discuss why an increased understanding of human rights can lead to a reduction in human conflicts through increased respect for human dignity, commonality and interdependency.

RESOURCES

Section 13

RESOURCES

Organizations with asterisks after their names publish newsletters and/or other publications.

American Arbitration Association*
140 West 51st Street
New York, NY 10020-1203
(212) 484-4000

AAA has 35 offices nationwide and produces several publications.

California Community Dispute Services
30 Hotaling Place, Suite 302
San Francisco, CA 94111
(415) 434-2200

California Middle School
Bob Tafoya, Principal
Sacramento, CA 94818
(916) 553-4550

Mr. Tafoya has designed a process for setting up conflict resolution programs in elementary and secondary schools that involves taking selected administrators, teachers and students on 1½ day retreat for training as conflict resolution team members. He has done presentations and training on this process nationally as well as in Canada.

Center for Teaching Peace
4501 Van Ness NW
Washington, DC 20016
(202) 537-1372

Children's Creative Response to Conflict (CCRC)
P.O. Box 271
523 North Broadway
Nyack, NY 10960
(914) 358-4601
Contact: Pricilla Prutuzman

CCRC, which is affiliated with the Fellowship of Reconciliation, offers adults and children an opportunity to experience new ways of examining conflict and creating solutions together. Workshops focus on four central themes: cooperation, communication, affirmation, and conflict resolution. Exercises on the four CCRC themes are adapted for K-12 and often are used for in-class workshops.

The Children's Hearings Project
c/o Cambridge Family and Children Services
99 Bishop Allen Drive
Cambridge, MA 02139
(617) 876-4210

Community Board Center for Policy and Training

See: Conflict Resolution Resources for Schools and Youth.

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Community Relations Service
U.S. Department of Justice
5550 Friendship Blvd., Suite 330
Chevy Chase, MD 20815

The Community Relations Service (CRS) was established in 1964 to provide assistance to communities and individuals in resolving disputes, disagreements, or difficulties based on discrimination due to race, ethnicity or national origin. CRS is not a law enforcement agency. It focuses on mediation, technical assistance and training to provide direct conflict resolution assistance to all communities. In 1990 it added a hotline for reporting hate violence and incidents of harassment based on race, color, or national origin: **1-800-347-HATE**. CRS suggests the following representative questions, based on actual casework, in deciding whether your school needs its help: "Have you seen an increase in racial fights in your school? Do members of one racial group seem to be disciplined more severely than another for the same

offenses? Are there allegations of racial favoritism? Is racial conflict management at sporting events a problem?"

Community Relations Service Regional Offices:

Region I
New England Regional Office
Community Relations Service
10 Causeway Street, Room 1192
Boston, MA 02222-1032
(617) 565-6830

Covering Maine, Vermont, New Hampshire, Massachusetts, Connecticut, and Rhode Island.

Region II
Northeast Regional Office
Community Relations Service
26 Federal Plaza, Room 3402
New York, NY 10278
(212) 264-0700

Covering New York, New Jersey, the Virgin Islands and Puerto Rico.

Region III
Mid-Atlantic Regional Office
Community Relations Service
2nd & Chestnut Streets, Room 309
Philadelphia, PA 19106
(215) 597-2344

Covering Pennsylvania, West Virginia, Virginia, Maryland, Delaware and Washington D.C.

Region IV
Southeast Regional Office
Community Relations Service
75 Piedmont Avenue, NE, Room 900
Atlanta, GA 30303
(404) 331-6883

Covering North Carolina, South Carolina, Kentucky, Tennessee, Mississippi, Alabama, Georgia and Florida.

Region V
Midwest Regional Office
Community Relations Service
175 West Jackson Street, Room 1113
Chicago, IL 60604
(312) 353-4391

Covering Illinois, Ohio, Michigan, Indiana, Wisconsin and Minnesota.

Region VI
Southwest Regional Office
Community Relations Service
1100 Commerce Street, Room 13B-35
Dallas, TX 75242
(214) 767-0824

Covering Texas, Oklahoma, Arkansas, Louisiana and New Mexico.

Region VII
Central Regional Office
Community Relations Service
911 Walnut Street, Room 2411
Kansas City, MO 64104
(816) 426-2022

Covering Missouri, Kansas, Nebraska and Iowa.

Region VIII
Rocky Mountain Regional Office
Community Relations Service
1244 Speer Blvd., Room 650
Denver, CO 80204
(303) 844-2973

Covering Colorado, Wyoming, Utah, Montana, South Dakota and North Dakota.

Region IX
Western Regional Office
Community Relations Service
211 Main Street, Room 1040
San Francisco, CA 94105
(415) 744-6565

Covering California, Hawaii, Arizona, Nevada, Guam and the Pacific Territories.

Region X
Northwest Regional Office
Community Relations Service
915 Second Avenue, Room 1898
Seattle, WA 98714
(206) 442-4465

Covering Washington, Oregon, Idaho and Alaska.

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Comprehensive Dispute Resolution Services
1335 Chambers
Colorado Springs, CO 80904
(714) 471-0970
Contact: Michael Maday

Conflict Resolution Center International*
7101 Hamilton Avenue
Pittsburgh, PA. 15208-1828
(412) 371-9884; FAX (412) 371-9885;
ConflictNet:crcii

Conflict Resolution Resources for Schools and Youth
Community Board Center for Policy and Training
1540 Market Street, Suite 490
San Francisco, CA 94102
(415) 552-1250
Contacts: Terry Amsler/Jim Halligan

Since 1977, Community Board has provided training, program development and research which advances the theory and practice of conciliatory dispute settlement. They serve both school and community agencies and recently developed curricula on collaborative strategies for schools in transition and conflict management for juvenile treatment facilities. [For excerpts from their materials for elementary schools, see Section 7 of this manual.]

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764; FAX (617) 864-5164

ESR's "Resolving Conflict Creatively" program provides effective instruction in conflict resolution and productively managing conflict in the classroom and school. ESR has model programs in five U.S. cities and produces numerous publications.

Fellowship Farm
R.D. 3, Sanatoga Rd.
Pottstown, PA 19464
(215) 248-3343
Contact: Cherie Wilson, Executive Director

Fellowship Farm is a nonprofit, nonsectarian educational center for human relations and social change in the Philadelphia metropolitan area. It promotes understanding between groups of various races. The education program involves students drawn from different grade levels in a weekend retreat. Students participate in workshops on "unlearning racism" and get together to discuss ways to resolve conflict in their schools. The program has been particularly successful in preventing and reducing violence in schools recently integrated.

Green Circle Program
National Conference on Christians and Jews (NCCJ)
777 North First Street, Mezzanine
San Jose, CA 95112
(408) 286-9663
Contact: Dorothy Dorsay

Green Circle is a curriculum that facilitates an awareness and understanding of human differences and reinforces a positive sense of self worth. Volunteers visit the classroom using a felt board with a green circle to represent a "circle of caring" to stimulate discussion on how people feel when they are left out. Through such a process students lean to be respectful of others while

finding alternatives in solving conflicts. The program has proved most successful with elementary and junior high students.

Human Rights Resource Center
615 B Street
San Rafael, CA 94901
(415) 453-0404; FAX (415) 453-1026

Institute for Mediation & Conflict Resolution
99 Hudson Street, 11th Floor
New York, NY 10013
(212) 966-3660

Intercultural Communication Resources
1701 DeLoz Avenue
Los Angeles, CA 90027
(213) 662-7078
Contacts: Erica Hagan/Judith Roth Goldman

International Center for Cooperation & Conflict in Schools
Teachers College, Columbia
Box 53
New York, NY 10027
(212) 678-3402

The Lesbian and Gay Community Mediation Service
The Center
208 West 13th Street
New York, NY 10011
(212) 713-5089

Marin County Mediation Services

See: PACT, below.

National Association for Mediation in Education (NAME)
425 Amity Street
Amherst, MA 02139
(413) 545-2462
Contact: Annette Townley

NAME provides networking, technical assistance, theory research, training, conferences and workshops. They have an extensive resource list / bibliography and a bi-monthly newsletter, *The Fourth R*.

National Coalition of Advocates for Students
100 Boylston Street
Boston, MA 02116
(617) 357-8507; FAX (617) 357-9549

A coalition of 24 child advocacy groups nationwide dedicated to providing quality education for all students. Provides extensive resources, special publications and reports. [See Section 3 of this manual.]

National Institute for Dispute Resolution (NIDR)*
1901 L Street NW, Suite 600
Washington, DC 20036
(202) 466-4764

Neighborhood Mediation Center
King Facility
4815 Northeast Seventh Avenue
Portland, OR 97211
(503) 243-7320

New Mexico Center for Dispute Resolution
Mediation in the Schools Program
510 2nd Street NW, #209
Albuquerque, NM 87102
(505) 247-0571

NMCDR provides on-site and regional training, technical assistance, materials and a newsletter, *Dispute Resolution News*. Also, they provide intervention and protection programs for youth and families and have been successful at gang mediation. NMCDR's programs provide skills in listening, self expression, critical thinking and problem solving, with students assisting students, K-12.

Northwest Mediation Service
405 114th Avenue SE, #300
Bellevue, WA 98004
(206) 455-3989 or (800) 932-0315

Since 1977, NMS has provided direct mediation and training in cooperative dispute resolution. Their "Student Mediation Project" for K-12 involves 10-16 hours in class with psychologists, social workers and attorneys to help peers resolve disputes and manage anger without resorting to violence. They have a newsletter, *Alternatives* and training materials.

PACT
(Peers Addressing Conflict Together)
Marin County Mediation Services
3501 Civic Center Drive, Room 277
San Rafael, CA 94903-4177
(415) 499-6194
Contact: Susan Rohde

See Section 6 of this manual for a description of this program.

Peace Resource Center
Wilmington College
P.O. Box 1183
Wilmington, OH 45177

Peace Resource Center produces books and videos.

Project SMART
(School Mediators' Alternative Resolution Team)
50 Court Street 8th floor
Brooklyn, NY 11201
(718) 858-9070, Ext. 220
Contact: Linda Lausell

Some of New York's toughest junior and senior high schools teach students, teachers, and parents mediation skills through Project SMART. Suspension rates for fighting have fallen 40-70% in all participating schools since the program began in 1983. See Section 5 of this manual.

Resolving Conflict Creatively
New York City Public Schools
163 Third Avenue, #239
New York, NY 10003
(212) 260-6290

Sacramento Mediation Center
PO Box 5275
Sacramento, CA. 95817
(916) 731-5511

School Mediation Association
72 Chester Rd., #2
Belmont, MA 02178
(617) 876-6074
Contact: Rich Cohen

Society of Professionals in Dispute Resolution (SPIDR)
1100 Connecticut Avenue NW, Suite 700
Washington, DC 20036-4101
(202) 833-2188; FAX (202) 293-3054